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ABSTRACT

Two motivational theories considered particularly useful in administering early childhood programs are discussed, and guidelines for motivating staff, parents, and children are provided. First, the two-factor theory of motivation within organizations, as outlined by Herzberg (1959), is described. Offered in this section are a list of motivators for increasing parent involvement in center activities and a questionnaire for identifying staff attitudes and areas in which motivation might be increased. Second, Maslow's (1954) one-factor theory of individual motivation is described, and practical applications of the theory are suggested. The concluding section of the guide proposes several specific activities that can be used to motivate staff, parents, and children. Among these suggestions are alumni day, center decorations, and a spring garden project. (RH)

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Motivating Staff, Parents and Children

Written by Cynthia Cavenaugh Jones, M.Ed., Director Early Childhood Education Administration Institute. President ECEAI

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DEDICATION

This book is dedicated to all early childhood Administrators who support families by inviting parents as well as children into their programs.

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MOTIVATING STAFF, PARENTS AND CHILDREN

"What would motivate my teachers to really work towards our center goal of happy, competent children?" wonders a director. "I wish I had more money to pay them. Maybe I'll give Sue a $.10 per hour raise - that's only $4.00 a week more. Then, I think I'll ask Mary if she'd like to attend that all day conference next month. It costs $10.00 but it's only a one time cost." What will be the results of these two "trial balloons"? The teacher who got the raise asked for another raise in three months, but the teacher who received the training used new skills for several years. Of the many theories of motivation two are particularly useful in administering early childhood programs.

Two-Factor Motivation Theory

In the two factor motivation theory as outlined by Herzberg (1959) and diagrammed on page 3, two types of factors are needed to motivate employees. The first type of factors are the dissatisfaction or "hygiene" factors in the left hand column.

Dissatisfaction or Hygiene Factors

The words hygiene factors used with the dissatisfaction factors really mean the extrinsic or outside factors --

the things in a center that a director can do something about. They are group-oriented factors that are all around a person at work, and set the working atmosphere. Included are salary, working conditions, interpersonal relations, policy, hours, status, and security, as shown in Diagram A. Quality of supervision can be measured by observing whether the director follows staff around and is nosy, or whether the director trusts the staff. These factors are those usually chosen for improvement when an administrator wants to strengthen motivation in an organization. However, Herzberg found that even if all of these factors are excellent, this excellence will merely prevent an employee from being dissatisfied. On the diagram this is shown by the arrows bringing the employee from a minus position up to a zero position. She may not complain as much now but she is still not motivated to do her best work.

Many people think that when they want to motivate people, they should increase the pay, improve the hours, have more staff parties (improve interpersonal relations), or improve on some of the factors in the left hand column in Diagram A of hygiene factors. In numerous studies it has been found, however, that all that improving the hygiene factors does is to keep people from being dissatisfied. It is important not to ignore the hygiene factors, however, because if a person

Diagram A

Dissatisfaction or Hygiene Factors		Motivators
- minus	0 zero	+ plus
Policy		achievement
hours		worth of the work
interpersonal relations		growth
rules		self-esteem
pay		autonomy
location		responsibility
fringe benefits		recognition

is too dissatisfied he or she will not even be interested in the motivating factors. However, in any organization one or two of the hygiene factors may be beyond the administrator's control. In day care the hours and the wages are somewhat controlled by outside factors but the two factor theory of motivation is particularly applicable in early childhood because all of the motivator factors can be developed within a given day care or preschool program.

Motivator Factors

The second type of factors needed, according to Herzberg, are the motivator factors described in the right hand column of Diagram A.

In order to motivate people, administrators need to build motivators that are really internal, it has been found.

Feelings of job satisfaction and motivation are more likely to come from the work itself. These include a sense of achievement, a sense of responsibility, and a sense of the worth of the work itself. In early childhood there is a tremendous benefit gained from this factor because the work persons are doing with young children is inherently worthwhile. Persons active in early childhood work will have a part in shaping the future of their country. It is important to remind workers (parents and teachers) of this, and to say "thank you: this is important work."

Being a teacher or a parent (working with children) is known as a "psychologically draining" job -- because teachers and parents are on duty long hours, and have repeated crises. On the other hand, it is an important life's work because working with children has far reaching consequences.

In any nursery school or day care center this factor of the importance of working with young children is a built in motivator, inherent in the job itself. In contrast persons who work in an auto factory, turning three bolts all day long, everyday, will have to be turned to other motivators as the work itself will never be as inherently important and far reaching as working with young children. Auto factory owners know that they have this problem so they pay assembly line workers increasing wages and just assume that they will always have morale problems.

The motivators are some of the things that can be developed by any administrator, so that employees feel a real sense of satisfaction in their work, not just an absence of dissatisfaction. Other motivators include building self-esteem, encouraging people to grow and learn, giving them opportunities for professional growth and advancement, and giving people some autonomy. Giving people autonomy means allowing them to work on their own, whether they be an aide, a parent, a child, or a teacher.

Studies have found that people will stay in work longer, if the work really satisfies (or motivates) them, even though it doesn't pay as well. Some people say "if I only earned more I wouldn't care what I did" but studies have found that this is not true. Earning more in an unrewarding job may please a person for a year or two, but really satisfying life's work is one of the finest qualities one can seek in life.

Recognition is another important motivator for all ages, adults or children. Everyone likes to be recognized for something: for a bright smile, for a job well done, for having the most pets, for their own unique qualities whether job related or not.

These motivating factors are the important variables that really cause people to be motivated and happy.

Hygiene factors are important and lead to job committment. These factors actually build job commitment. But if the motivating factors are also present it leads to job and organizational commitment. Organizational commitment is commitment to the goal of this particular program, which may be having the best quality child care in town or developing happy, competent children. The center has some overriding goals beyond just keeping the center barely going. The center goal might be for the parents to have a sense of pride in having their children enrolled in such a fine program. All of the staff needs to be committed to the center's overriding goal of being the best center in town, or whatever goal is selected, however. Developing these motivator factors in the working conditions really help to secure this needed commitment of staff and parents.

It is interesting to take this list of motivators and brainstorm ways that more motivators can be written into the job description of an aide, a parent and/or volunteer, a teacher, a director or into the plans for children. The staff, parent, and child "motivator activities" at the end of this book also show ways of "building in" motivators for these different groups.

The following list of motivators to involve parents more in the center, was developed by one "staff meeting" group in a motivation training workshop.

Brainstorming Ways to Involve
Parents, Based on Motivating Factors

Achievement and Recognition

1. Give a certificate with a gold seal on it, at a parent gathering, to a parent for her first contribution to a center.
2. Mention names of those who have helped in the newsletter every month.
3. Give "thank you" corsages at the end of the year to those who have helped 10 hours that year (start with an attainable goal). Keep track of hours given on a chart in the hall (where all can see).
4. Feature a "Parent of the Week" on a bulletin board or in the newsletter. Tell hobbies, interests, job and family news etc. List compliments given that person, or have children do "My Mommy is Good Because-" sentences. Do the same for fathers, or grandmothers.
5. Give a more elaborate "thank you" gift at the end of the year for those who help 25 hours, and a still better gift for those who help 40 or 50 hours. Have the parent board decide what the gifts

should be and perhaps have a fund-raiser to earn money to pay for the gifts.

6. Display a toy a parent has made or craft work done by a parent.
7. Give out recipes with the cook's name on them at a potluck supper.

The Worth of the Work

1. Send home "Happygrams" a smile face "telegram" (run off a group of forms on a ditto) telling something the child did well today. Send "Happy-grams" to staff and parents for their efforts, also.
2. Send home ideas for helping the Center or lists of items needed.
3. Send home ideas for things to do with their child. Repeat often "You are your child's most important teacher."
4. Have a parent be a guest speaker telling about his or her own job/career.
5. Share good ideas on parenting or tips on single parenting in two brainstorming sessions, and send the best ideas home in the newsletter.

Responsibility

1. Train parents to hold offices on the center board.
2. Train parents to be classroom volunteers one hour a week or every two weeks. (Breakfast helpers? Late afternoon helpers?)
3. Invite parents to chaperone parties or trips.
4. Train parents who are creative to make instructional materials the teacher would like for her classroom.

Advancement and Growth

1. Invite parents to attend workshops and conferences.
2. Train parents to advance to responsible volunteer positions and then allow them to attend selected teachers' meetings.
3. Help parents with their own jobs/careers. Put out a listing of local jobs available; have a meeting on resume writing.
4. Send home Home Learning Enablers: one page activities listing steps to do in a 5 or 10 minute activity with their child. (Examples: counting steps, stacking soda or soup cans, making instant pudding).
5. Encourage parents to read library books on different topics for children or adults, and then at a

meeting vote on which books to give their "seal of approval."

In looking for a job Gail Adams uses this two factor motivation theory as a criterion for selecting a job. When she goes for an interview, she says to the other people working there "What is it you like about working here?" If they reply "the pay is regular," "the hours are good," (the hygiene factors), Gail doesn't take that job. If the employees reply, "they let you try out your own ideas," "they'll support you when you get going in a project," -- those are motivators and Gail listens -- even if the job in question pays a little less than the first job described.

It is important to spend some time thinking how to get more motivators into the day care/nursery job settings, because, by and large, these motivators are free, or at least easily affordable. It is important to remember that the goal is job enrichment, not job enlargement, however. The pay-off in commitment and motivation is to get a good job done for the center and to get the "maximum effort" at least some of the time. (The minimum effort is the minimum an employee does to avoid getting fired). The goal is to help people realize their potential.

If there is an aide in the center who is very creative, give her more opportunity to do bulletin boards,

newsletter drawings, to use that talent of creativity in a way that helps her to grow. The organization has an obligation to recognize the potential in people and this leads to great pay-off for the organization. If the center believes in people, they will reward the center by being motivated and by expending more effort on the center than on something else. Many organizations are loosing a lot in talent today because they do not motivate people with these motivators. This results in an economic loss as well as a loss in human happiness. The hygiene factors can recharge a person but with motivator factors she becomes her own generator.

This theory of motivation parallels what early childhood educators believe in: the importance of building a child's self-esteem, and of helping a child to reach his or her potential. Good theory about people can apply to any age: child or adult. Adults respond to those who believe in them and who recognize their potential, just as children do. Adults like to be helped to create and achieve, to be responsible and to grow, also. There is often an expectations gap between what a person does and what he or she is capable of.

Diagram B
Expectations Gap

The more the organization can help close that gap the more of a sense of commitment it will build in its workers towards the organization's goals.

People need to be trained to handle more responsibility, however, and they have to find satisfaction in it. People need to build competence and confidence, and have a sense of being able to grow. It is not wise to just lay on a ton of responsibility and say "Aren't you happy?"

Ways to train people might include giving a small section of the day to another person to train them, for example, allowing an aide to be in charge of story hour. A parent and/or volunteer can be trained in the same way on a regular basis and with something specific to do: reading a story, supervising the finger painting corner, or working in the puzzle corner with children so that they can ask questions. This builds a sense of achievement into the adult's job and also some responsibility.

Emphasizing the value of the work itself is one of the easiest things to reinforce but it is often not done. Remind people of the center's philosophy regularly: in the newsletter, in your by-laws and on bulletin boards. Say "we believe in having a good program for children -- respecting children, respecting materials, respecting adults" or whatever simply stated goals you may have.

Recognition is also easy to give. For staff, have a "Teacher of the Month" (or Week) bulletin board, show a picture of her and list her birthday, her hobbies, names of her children, favorite jokes or pets. Parents see it as they come in and can better greet the teacher. Anything that gives the staff a lift, just naturally helps them to be nicer to the children.

Directors need a lift too, and it is important for them to attend workshops, conferences, or courses to gain new ideas and to receive some recognition for what can be a lonely and isolated job. Since there are many problems a director cannot complain about to her staff, it is important to go to a program, where people have similar problems.

Growth can be provided by paying a parent or teacher's way to an inexpensive local or regional conference, or by offering regular staff and parent training at the center. Even if only two or three people seem to be getting something out of training provided at the center, training on a regular basis is an opportunity for growth. Tell the staff "we want you to grow professionally, so you can apply for an even better job in the future." People need to feel that they're getting something back from working with your organization. If they feel they are growing, that is one of the best things a program can do for people. In a field where people are

asked to give all day, centers have to give staff something in return -- refill them -- so that they can be warm and loving to the children. Studies show that people can only give out so much. As a general rule the more that an administrator can support staff, help them feel self-esteem and a sense of personal worth, and help them feel that what they are doing is really worthwhile, then the more they will have a better sense of feeling good about themselves. The Director can encourage staff to realize their importance to the center, to the children, and to the parents. People like to feel good about themselves. It is a real human need. Helping people feel good about themselves is something that is not very hard to do. There is a tendency that when an administrator feels discouraged he or she thinks "how come <u>they</u> get to feel good about themselves when I've got this budget problem?" However this is dead-end reasoning. If the center can give staff something (recognition, self-esteem) it is likely that the fruits of this will eventually cheer up the director too.

The following questionnaire can help centers find out just how their staff feels and in what areas motivating factors might be increased.

Analysis of Staff Motivation Questionnaire

QUESTION	FANTASTIC	PRETTY GOOD	JUST OKAY	NOT SO HOT
1) How do you like the work you do?	Highly exciting, the work you always wanted SCORE: 3	Promising, better than average, somewhat gratifying SCORE: 2	Average, so - so worthwhile SCORE: 1	Routine, dull & confining meaningless SCORE: 0
2) How much control do you have over the way you do your job?	Your the captain of your ship, do it your own way SCORE: 3	You decide what to do and have approved by supervisor SCORE: 2	You & Dir. decide what you are to do (together) SCORE: 1	You do as you're told SCORE: 0
3) What kind of relationship do you have with your supervisor?	Effective, really does understand you SCORE: 3	More often effective than not SCORE: 2	Effective sometimes & ineffective others SCORE: 1	Ineffective relation-ship SCORE: 0
4) What kind of relationship do you have with your co-workers?	Great group your kind of people SCORE: 3	Some likeable SCORE: 2	Pleasant, but "dull" SCORE: 1	Wet Cement SCORE: 0
5) How do you feel about the progress you've made over the past year?	Involved in new + more difficult tasks SCORE: 3	Some new job tasks not previously handled SCORE: 2	New tasks but, small routine duties SCORE: 1	Not going anywhere, same old thing SCORE: 0

QUESTION	FANTASTIC	PRETTY GOOD	JUST OKAY	NOT SO HOT
6) To what extent do you participate in decision making?	In most cases opinions are asked for & used constructively SCORE: 3	Ideas asked for SCORE: 2	Not involved in decision making but informed of matters need to know about SCORE: 1	Not informed of job related matters SCORE: 0
7) Are you given opportunities to attend conferences, in-service classes, or workshops in area of specialization, interest?	Regularly SCORE: 3	Once in a blue moon SCORE: 2	Rarely SCORE: 1	Never heard of those SCORE: 0
8) Have you been given a raise in salary, promotion, better work location recently?	Every 6 mos. SCORE: 3	Once a yr. SCORE: 2	Over 18 months SCORE: 1	Never SCORE: 0
9) All in all, how do you feel about your pay?	Top dollar blizzards of dollars, rich in 10 years SCORE: 3	Generous, can make a good living SCORE: 2	Average, ordinary SCORE: 1	Miserly pay, little hope for the future SCORE: 0
10) Have you received any awards or acknowledgements for a job well done, in the past year?	Every time you turn around SCORE: 3	Occasional pat on the back SCORE: 2	Almost never SCORE: 1	Don't even know you're alive SCORE: 0
11) Do you feel___?	Sure of steady employment SCORE: 3	More sure than unsure SCORE: 2	More unsure than sure SCORE: 1	Don't know what tomorrow holds SCORE: 0

QUESTION	FANTASTIC	PRETTY GOOD	JUST OKAY	NOT SO HOT
12) Do you like where your job is located?	Ideal SCORE: 3	Sub-ideal SCORE: 2	Could be closer SCORE: 1	Overnite trip on the freeway home SCORE: 0
13) Is your work setting a _____?	Luxurious facility, tons of resources & equipment SCORE: 3	Comfortable nice place, sufficient resources & equipment SCORE: 2	Run down SCORE: 1	Dismal, cock-roach carnival SCORE: 0
14) What kinds of fringe benefits do you receive?	Long vacation, tuition aid, pension paid life & medical SCORE: 3	Most of these SCORE: 2	Some of these SCORE: 1	Few of these SCORE: 0
15) Does your supervisor call you ____?	By your 1st name, or name you prefer SCORE: 3			Avoid calling you by your name SCORE: 0
16) Who evaluates your progress?	You evaluate your own SCORE: 3	Cooperate in evaluation w/ supervisor SCORE: 2	Given a chance to review & discuss evaluation given you SCORE: 1	Given an evaluation SCORE: 0

QUESTION	FANTASTIC	PRETTY GOOD	JUST OKAY	NOT SO HOT
17) Does your job role or status, give you authority over others?	To a high degree SCORE: 3	Somewhat SCORE: 2	Very little SCORE: 1	Not at all SCORE: 0
18) How much time and freedom does your job allow?	Your time is your own, freedom to come + go SCORE: 3	Some free time (1 hr.or more per day) SCORE: 2	Little or no relief (10 min. or less) SCORE: 1	Slave driven SCORE: 0
19) What kind of guidance do you receive on the job?	Well planned w/ individual attention SCORE: 3	Periods of no guidance SCORE: 2	Once + awhile vague SCORE: 1	Poor, little or no attention SCORE: 0

Key - To - Questionnaire

Total: 13 factors
(7 hygiene) + (6 motivators)

Score:

hygiene = 21 points (50%)
motivator = 36 points (50%)

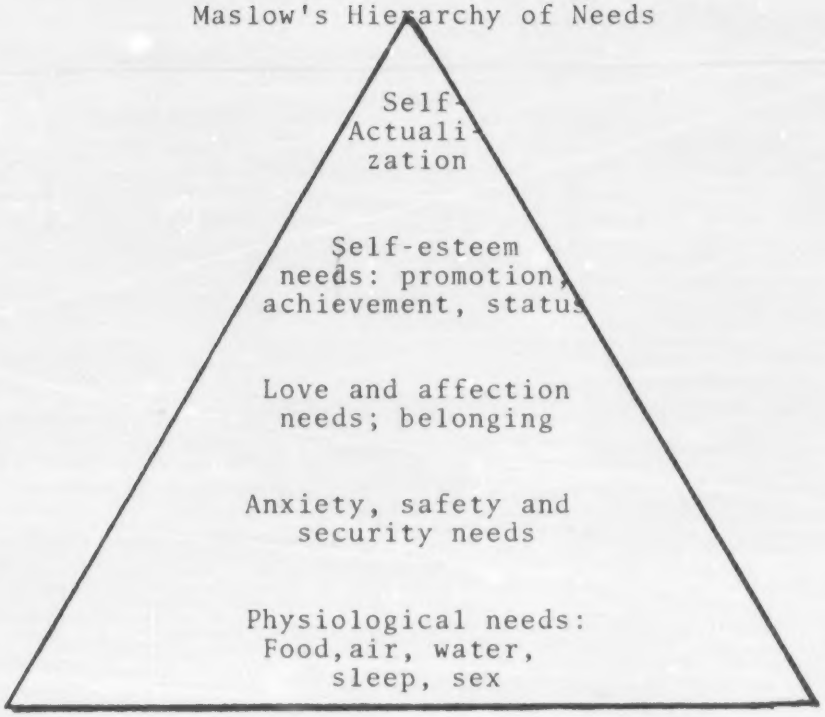
Questions:

Hygiene Factors	Motivators
Salary - #9	Autonomy - #18, 16, 2
Supervisor - #3	Worth of Work - #1
Co-workers - #4	Recognition + Achievement - # 10, 15
Location - #12	Growth Needs - #19, 7
Fringe Benefits - #14	Advancement - #5, 8
Working Conditions - #13	Responsibility - #6, 17
Security - #11	

One-Factor Motivation

Abraham Maslow (1954) is quite well known in the field of psychology and his work on the hierarchy of human needs is also used in management. The theory states that the bottom level of needs in the triangle or hierarchy must be met before an individual can or wants to move on to the next level. A person therefore is motivated by one factor: whether his needs on his level are met or not. The theory, in terms of motivation, assumes that meeting the person's needs on his/her level will motivate the person to go on to the next level. When the need is filled, the person is satisfied and ready to move. Maslow's theory of motivation looks at individuals, whereas Herzberg's theory looks at motivation within organizations. Maslow's theory is based on the assumption that those things absent will satisfy when they are present.

Maslow's Hierarchy of Needs


Self-Actualization
Self-esteem needs: promotion, achievement, status
Love and affection needs; belonging
Anxiety, safety and security needs
Physiological needs: Food, air, water, sleep, sex

Physiological Needs. Humans tend to concentrate on meeting these needs before being concerned with higher level needs. When the needs at this level are partially satisfied, other needs emerge. The classic example of this is of the early missionaries attempting to preach to people that were starving. Starving people have to eat before they can hear any message being brought them.

Safety and Security Needs, Anxiety. One can see the effect this has on a personality by observing elderly people who live in big cities, who worry about being mugged, and have twelve locks on their doors. This fear and worry (need) is so great, and with good cause, that the higher level needs

do not concern them. An individual at a higher level may also experience this level after a traumatic experience such as an auto accident, the person might be quite fearful and worried about safety while driving or riding in a car for several months following the accident. It is important according to Maslow's theory to "meet people where they are."

Love and Belongingness Needs. Maslow believes that most of America is at this level. This need can often be seen in children.

Self-Esteem Needs. If a person has a feeling of being loved, is not really feeling unsafe, is not hungry or in need of rest - then that person would not mind being Chairman of something or gaining some self-esteem in some way. A person with pressing needs in another area doesn't need or want status responsibilities on top of their other worries, however.

Maslow says to motivate people you need to meet them on the level where they are and help move them forward to the next level. Of course it is difficult to be certain of estimating the level of need correctly.

Self-Actualization Needs. The highest level needs for development and self-actualization are satisfied only after needs at the four lower levels have been met. At this fifth level, the individual is concerned with the development of his or her full potential. This person has peak experiences

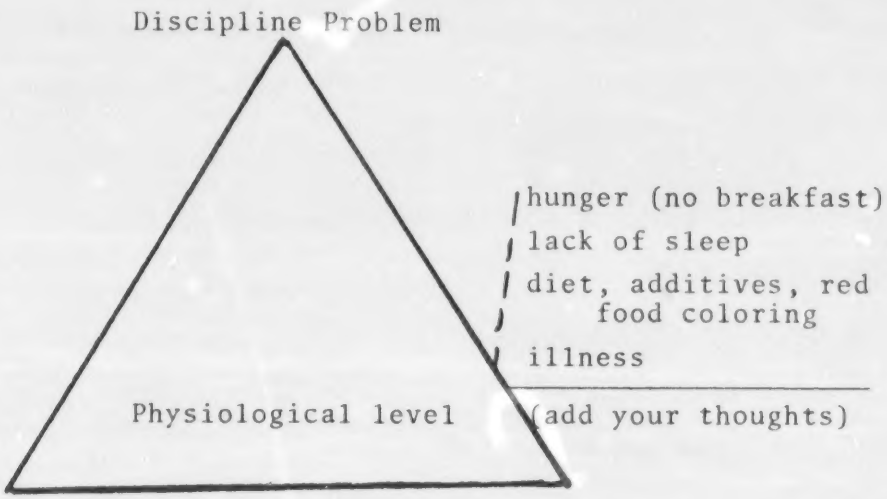
of insight or understanding. The person at this stage, which many people never reach, has a better perception of reality, accepts herself or himself and others, is more creative, and is better able to become completely human in the realization and development of his or her full potential. Truth, goodness, beauty, meaningfulness are recognized and enjoyed by this person.

Some books say that only older people can be at this level, people like Winston Churchill or Eleanor Roosevelt. This writer has found many beautiful people in early childhood education that have, periodically, tremendous moments of feeling really good about their work with young children. One example is the director that has planned a good staff training program and can see that it has really helped the staff. It is important to take time to value this feeling as it is a "pay-off" of a kind for the effort put in. A director might take a moment to think: "I worked hard on that, and it really seems to be clicking." Similarly, people must value the insights that come to them about what they might do next. One can write down these insights and review them until one is ready to put them onto a goals list -- either long range or short range goals.

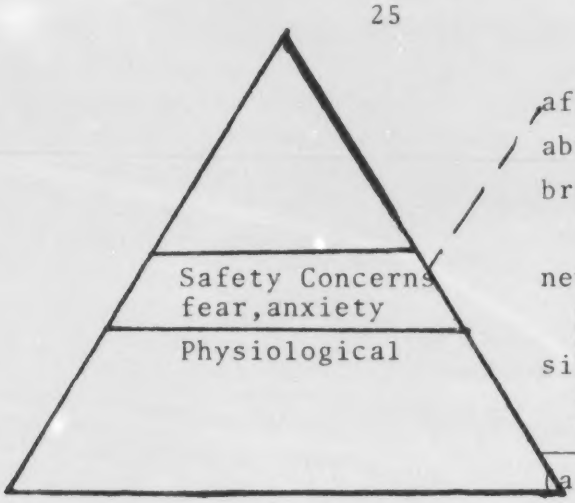
Practical Application of One-Factor Motivation

Since the previous section discussed practical ways of motivating adults, the application here will be to children's needs and children's motivation. The same process may be used for adults.

The first step is to think of the different reasons a person could present a problem based on each level of Maslow's hierarchy of needs. For instance, a child who is a discipline problem could be reacting to any one of the five levels of need on the hierarchy. What would cause a child to be a displine problem on the physiological level?



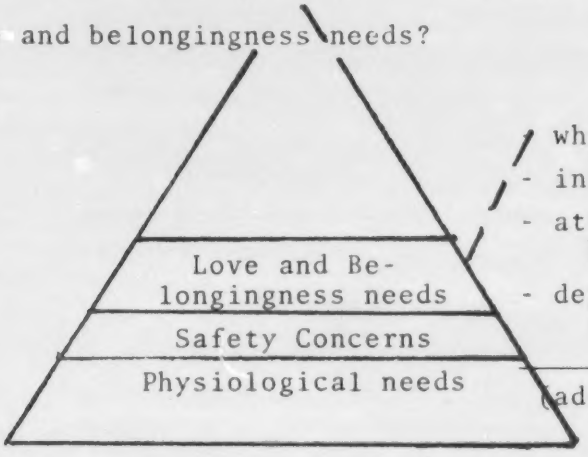
What could cause a child to be a discipline problem because of safety concerns, fear or anxiety?



- afraid of dogs
- abused at home
- broken home - fear other parent would leave
- newborn in the home or parent in the hospital
- siblings or friends fight with or "pick on"

(add your thoughts)

What could cause a child to be a discipline problem because of love and belongingness needs?



- whining and clinging
- insecurity
- attention getting behaviors
- deprived of love or self-respect at home

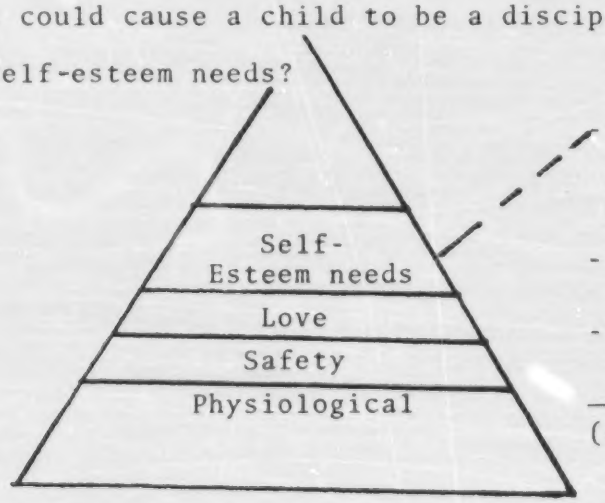
(add your thoughts)

Idea: The "Child of the Week" activity is particularly good for the child with this need. One center took a picture of the child (or a picture could be drawn), mounted it in the center of construction paper, and all the children had to say a nice thing about Tommy. These were written down all over the "Child of the Week" poster and it was sent home. The comments included "I like his shoes," "He shared the green

truck with me," "He tells good jokes." The family loved the poster and sent it around to the grandparents after posting it on their own refrigerator for a month. This is self-worth and self-esteem.

The activity is good for all the children, because besides receiving their poster, they hear what it sounds like to hear or to say nice things about another child. The put-down-for-a-laugh has become so popular on TV and as children get older, that this activity becomes doubly valuable and needed. More credit and reinforcement are needed for saying good things about people. "King" or "Queen" for a day activities also build self-esteem (have two or three crowns on hand for emergencies). Adults respond to esteem-building activities too.

What could cause a child to be a discipline problem because of self-esteem needs?



- Be Six Million Dollar Man or Spider Man and leap off tables (or is Incredible Hulk)
- Act smart to teacher to impress peer group
- Puffed up over being on T-Ball team

(add your thoughts)

From this exercise one can see that children (or adults) might act the same way for many different reasons. For example one child came to school and pinched every child each morning. The teacher found out that this was his way of saying hello. She then was able to teach him better ways of saying hello. This was a belonging need.

The Director or teacher's analysis of what level the child is on, needs to be on target. Coming out to get more training can be very helpful to sharpen one's analysis as selecting a level is hard to do. One looks at the child who is a discipline problem -- being loud, fidgeting, socking his neighbor -- and says "I'll give you some attention in a moment, stop bothering me." But if that child is really hungry, more attention will not help him or her much.

A similar problem comes up in the application of one factor theory to motivation of adults. If someone really needs something, solutions based on another level of need will not be effective motivators. For example a teacher who had grown up in a large family and never had a room of her own was having problems over sharing cupboard space with other teachers. By giving her assigned cupboard space of her own in which to keep her materials, the director really met a need of hers: of having her "stuff" protected; of having her own space. This solution met this teacher's need

better, than perhaps sending her to a workshop on storage might have.

An administrator can think about each employee, decide if they have a pressing need, identify it, and then try to work with that level. Adults can be operating on the level of physiological need also: coming to work without breakfast or with too little sleep. One center actually voted to come in early for their coffee break and used that time for an exchange. Staff members took turns preparing coffee and some food and everyone's day got off to a better start.

Occasionally an administrator may have an employee who has such a strong need that they really cannot work in the center. One example is that of a teacher, who had been a good teacher, but who was having tremendous problems at home with an alcoholic husband and an ensuing divorce. The administrator did not know all this, but all the staff had noticed that the teacher had started yelling at the children and even hitting them. The administrator realized that there was no way that she could meet the teacher's needs, that were extremely pressing. The center encouraged the teacher to find another kind of work, for a year or two, and then to come back. Not all jobs require perfect patience all day long. There are other jobs available for someone who cannot

reasonably expect to change their behavior right at a given point.

Maslow's one factor theory encourages one to look carefully at an individual, try to identify their level (or one's own) correctly, and try to work towards solutions based on this level. It is helpful to draw out the hierarchy triangle chart, and brainstorm (even alone) some of the possible causes for a person's behavior at each level. This will help prevent identifying the wrong level and then going down a blind alley.

Encouraging staff, parents, and children to do their best, to reach for their full potential and to feel good about themselves is a valuable life's work. This encouragement will reap tremendous return to the organization and persons who engage in it.

Alumni Day

Motivators:	Sense of achievement, self esteem and worth of the work.
Time Needed:	2 hours a year
Materials Needed:	Refreshments, invitations
How to Do It:	1) Formally invite alumni and parents to the day care center. 2) Encourage former students to tell about their present successes and experiences. 3) Encourage parents to express their gratitude to teachers. 4) Offer refreshments.
Did It Work?	Does the staff want to do this again? Encourage feedback from the staff.
Other Possibilities:	1. Invite local media, day care administrators, and politicians to this affair. 2. Give teachers a flower or a big flowery nametag to wear for the day.

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Mountain Climbing

Motivators: Esteem, achievement.

Time Needed: 5 minutes

Materials: Make a badge with a picture of a mountain climber who has reached the top. (Can be drawn as a stock figure or clipped from a magazine). Book purchased on curriculum topic of interest to the receiver.

How to Do It:

1) Honor teachers or other staff who have completed a course or degree.

2) Have a ceremony and deliver the badge during morning opening exercises.

3) Decorate teacher's lunch table and have her food delivered to table as special music is played (or sung).

4) Present gift wrapped book.

5) Allow for books' expense in training section of budget. Encourage using these books for planning.

Did It Work? Was the teacher surprised and pleased? Do you give more books each year?

Other Possibilities:

1. Give a "You're Number One" badge.
2. Honor the teacher with the most years at the school.
3. Honor teacher for other large or small reasons (example: brightest smile on the second floor).

The Political Game of Life

Motivators: Responsibility, growth, autonomy.

Other benefits: Enhancing awareness of the political establishment; improving day care services for all persons.

Time Needed: One hour during a staff meeting.

Materials: Writing paper, envelopes, stamps, addresses of local, state or federal legislators. Flowered or personal stationery is fine.

How to Do It:

1) As a group select one day care law or bill that is under consideration.

2) Permit each staff member to write their feelings about the bill and send it to their political official.

3) Invite the official to visit your center at any time or for an upcoming event with parents. Enclose a copy of your newsletter or other information about your center. (Some do not know what good child care looks like).

Did It Work: Does staff want to do this again? What did they gain from this project? Was the bill or law passed or defeated? Repeat the activity several times.

Other Possibilities:

1. Encourage parents and staff at other centers to participate in this project.
2. If a legislator visits your center pin a badge on him or her saying "Friend of Children."
3. Have newspaper or other media present to photograph and report the visit.
4. Take a snapshot of the official wearing the badge and enclose a copy the next time you write that legislator about day care services.

"We're Proud" Open House

Motivators: Growth, self-esteem.

Other benefits: Sharing ideas with other day care center staff.

Time Needed: Two hours twice a year.

Materials: Refreshments. These can be prepared by the children and highlight nutrition, if desired.

How to Do It:

1) Formally invite staff from a nearby day care center.

2) Encourage hosting staff to permit visitors to view their rooms and activity ideas.

3) Encourage informal conversations about your program and teaching techniques. Encourage visitors to share their ideas.

4) Offer refreshments.

Did It Work: Do employees want to do this again? Ask for feedback about how to improve this activity the next time. Ask staff what they gained from this experience.

Other Possibilities:

1. Visit the center of the other staff.

2. Invite parents and grandparents at the same time.

3. Have a "drop-in" afternoon once a month for visiting staff from other centers and parents. Coffee or simple refreshments may be set up in a central location.

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Ice Breaker Nutrition Game

Motivator: Responsibility, growth

Other benefits: Introduce parents to four food groups. Build understanding about ingredients in food.

Time Needed: 30 minutes to 45 minutes.

Materials:

meat fish poultry	dairy
breads cereals	fruits vegetables

Empty food boxes, cans, grocery bags, large white sheet 4'x4' - cloth, paper, or oil cloth-divided into 4 blocks indicating food groups. A bed sheet is fine. Cut out and paste pictures in each block indicating food in that group. Hint: Have parents send in empty food containers for 3 or 4 weeks beforehand for the children to play store with or use in the housekeeping corner.

How to Do It:

1) Have mat or sheet lying on the floor where all can see it.

2) Give each parent a pre-filled bag of groceries as he or she comes.

3) Start the game by explaining the food groups.

4) Ask each parent to come up and put each article of food on the mat in the proper food group block. Or parents can do this as they gather before a meeting.

5) All junk food is placed off the mat.

6) When all are finished, see how many articles have been placed in the proper food blocks. Read ingredients on items in wrong blocks.

Did It Work? Do parents agree that it is very important to look at ingredients on food boxes?

Other Possibilities:

1. Have refreshments placed on a table by food groups and labeled.

2. Have handouts of several recipes for parents to take home.

Center Decorations

Motivators: Growth, sense of achievement.

Other benefits: Decorate the center, promote parent - child interaction, boost parent creativity and home decoration, increase parent skills in saving money, help staff and parents to see creative uses of scrap materials.

Time Needed: One-two hours at end of the center day.

Materials Needed: Beautiful junk-paper, egg cartons, pieces of wood, plastic, tempera paint, glitter, shoe polish, egg shells, ribbon, scissors, glue, string, plastic bottles, milk containers, foam pieces, empty spools, wall paper. Hint: Request that parents send in these items for 3-4 weeks before the event.

How to Do It:

1) Have children make bologna or peanut butter sandwiches and cut up fruit to eat as a snack with parent when they arrive.

2) Lay out supplies on tables. Talk about possibilities, break into small groups to brainstorm. Assign different bulletin boards or locations to different groups.

3) Start and have fun. Give a lot of praise.

Did It Work: Do children and parents display their work? Is staff and parent interaction benefitted? Does the group want to decorate again for other seasons? Do other centers copy the idea?

Other Possibilities:

1. Have parent and staff workshop to help parents make a Christmas present for their child: puppets, simple toys, games, bean bags, or stuffed animals. Provide baby-sitter and let parents share cost.

2. List ideas in an "Idea Book" to go home or on a page in the newsletter.

3. Make Christmas cards or ornaments.

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My News for Mom Calendar

Motivator: Autonomy, responsibility.

Other benefits: Promote communication between parent and child, provide opportunities for language development and recall of activities for child.

Time Needed: 5-10 minutes for parents
5-10 minutes for teachers to prepare

Materials Needed: Office staff can have calendar forms ready and can run off the proper number of copies to send home for each class.

How to Do It: Teachers prepare ditto on Thursday to send home Friday.

Monday	Tuesday	Wednesday	Thursday
Susie brought turtle to school. Learned finger play "there was a little turtle who lived in a box."	Policeman came to school. Ask me how to cross the street safely.	Painted with Q tips. I'll tell you the colors I used.	Made play doh. Here's the recipe: 2 cups flour, 1 cup salt, 1/2 cup water, 1/4 cup oil, Food coloring. Let's make it at home!

Did It Work: Do the parents feel more involved with the child's school life? Does the child communicate more readily about school activities?

Other Possibilities:

1. Include one or more home learning activity suggestions.

2. Make a calendar with activity suggestions for each day in December to use as an advent calendar at home. Examples of activities: Feed the birds, sing carols, help seal Christmas cards or make them.

Father-Grandfather Hour

Motivator: Recognition, growth.

Other benefits: To introduce fathers and grandfathers to the program the center/school offers. To give the children a time with the males in their lives.

Time Needed: One hour or more at the end of the center day or on a Saturday morning.

Materials: Magic markers, paint, cardboard, collage materials. Snack out for use if desired.

How to Do It:

1) Staff plans the schedule starting all together in a big room with a music person. Sing easy songs which adults can join in and end with a circle dance.

2) Have fathers, grandfathers and children make a game to take home from materials in the child's classroom.

3) Close with a good-bye song.

Did It Work: Is there positive feedback from all? A good feeling about the evening from staff? Are the children pleased about it?

Other Possibilities:

1. Have a Mother/Grandmother Hour.
2. Do this activity with board members or another adult group that needs orientation to good child care.

Car Chatter

Motivator: Growth.

Other benefits: To make the ride to and from child care a "quality" time; to promote language development and initial sounds concepts.

Time Needed: A few minutes.

Materials: None

How to Do It:

1) Play an "I see _____" game with beginning sounds. For example, "I see something in the front seat that starts with 'buh'." Child guesses "blue jeans" or "bottle" etc.

2) Try other starting sounds.

3) Trade roles with the child or children.

4) Play "I'm thinking of a (toy, person, or animal) whose name starts with _____."

Did It Work" Does the child ask to do it again? Will he or she play both roles? Are some sounds easier for the child than others? Is the ride pleasant?

Other Possibilities:

1. Use the same "I see _____" format with colors, shapes or descriptions.

2. Talk about what you are thinking, seeing, feeling, or hearing. Then ask the child to tell you what he or she is thinking, feeling, seeing or hearing.

I Did It

Motivator: Recognition, achievement and self esteem.

Other benefits: A reward for learning the rules.

Time Needed: One minute.

Materials: Construction paper, magic marker, safety pin.

How to Do It:

1) Make a badge for whatever you want to teach the child.

2) State on the badge what you want done.

3) Reward the child with the badge when he or she remembers to do what was requested.

Did It Work: Does the child ask for the badge when he or she has done whatever you request?

Adaptations:

1. Suggest that parents use the badge idea at home.

2. Make a badge for eating vegetables, helping a friend, learning to button, or putting away blocks.

3. Take a picture of the child wearing the badge and send it to grandmother.

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Use Your Great Big Voice

Motivator: Recognition.

Other benefits: Getting child to talk in a voice louder than a whisper.

Time Needed: A few minutes weekly, over a three month period.

Materials: Tape recorder, classroom toys, other children.

How to Do It:

1) Have the children discuss talking loud enough for your friends to hear you.

2) Have the children tell this child that they can't hear what he is saying.

3) Allow the child to use the tape recorder to record and play back his voice. Encourage him to take deep breaths while talking. (This relaxes the vocal cords).

4) Ask the staff to give verbal and physical praise (pats on the back) when the child talks in a louder voice.

5) Ask the children to give verbal and physical praise when the child talks in a louder voice.

6) Encourage the parent to give a reward to the child when the teacher communicates that the child is talking louder at school.

Did It Work: Does the child speak with normal loudness 80 per cent of the time?

Other Possibilities:

1. Refer the child to a speech pathologist.

2. Encourage the parent to take turns at story telling at home with the child. Allow the child to use the tape recorder and play it back at home.

Spring Garden Project

Motivator:	Worth of the work, achievement. Other benefits: Involving parents, teachers and children in a cooperative venture. Learning about the nature and growth of plants.
Time Needed:	Two to three months.
Materials:	Garden plot, garden tools, seeds.
How to Do It:	1) Have a Saturday or Sunday "social" with parents, children and teachers, to get the soil ready. Parents purchase the seeds and children plant them. 2) Caring for the garden and additional planting is done by children and teachers during outdoor activity times. 3) Discuss growing food, and nutrition with the children. 4) Have a harvest picnic and/or dinner when garden is ready for harvest. Example: lettuce, radishes and carrots go in the salad. Children could make the salad the afternoon before.
Did It Work:	How successful was the harvest? Did children learn about growing crops and about nutrition? Did parents, children and teachers cooperate together?
Other Possibilities:	1. Keep growing charts for different vegetables. 2. Have each family grow something at home in a flower pot, garden, yard, or orange crate lined with a trash bag.

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The Author

Cynthia Cavenaugh Jones - Founder and President of the non-profit Early Childhood Education Administration Institute. Mrs. Jones, a graduate of Cornell University in Human Ecology and a 1981 doctoral candidate in Early Childhood at the University of Maryland, has been co-author of six other publications: A Family Affair: Education; Three R's Plus; and Take Homes Kdg., 1st, 2nd and 3rd Grades, and Leadership and the Use of Power in ECE Administration. She is the originator of programs presented nationwide on early childhood administration, including workshops and courses for credit given at Trinity College in Washington, D.C. and at Webster College in St. Louis, Missouri. A past president of Parent Cooperative Preschools International, Mrs. Jones consults nationally in the areas of preschool and day care administration, parent education, and home-school-center involvement.

--Understanding the power, ease, and low cost of motivation

--Using the staff motivation analysis check list

--Understanding motivator factors and dissatisfaction factors

--Building motivators into parent involvement

--Analyzing children's needs in order to motivate them successfully

--Motivator activities for staff

--Motivator activities for parents

--Motivator activities for children

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